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Ministry of
Community and
Social Services


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A guide for parents of young children

Infants, toddlers and preschoolers

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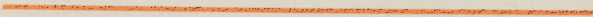
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Introduction

“Friendly, fair and firm” is a good motto for parents. It sums up a positive and helpful approach to child rearing.

Although this publication uses two-parent families as examples and stresses the importance of fathers as well as mothers being involved with their children from the beginning, it contains information and suggestions of use to single parents. A companion publication called *Single Parents: a resource guide*, contains additional helpful information.

This guide discusses a number of problem areas such as night waking, toilet training and discipline. And there's information about how a child develops from infancy through the pre-school years, and about how you can help your child's development. The physical and mental growth of a child during these early years is remarkably rapid and fascinating to watch. Full participation in parenting by both mom and dad results in lasting dividends for both the child and parents.

This guide also recognizes that being a parent is very demanding—that children sometimes seem to be incredibly clever at coming up with ways to frustrate, to anger, and to exhaust parents. A number of suggestions are included to help parents cope with these trying times.

Of course, such a publication can't cover everything. There's a list of useful books for parents in the back of this booklet. One word of warning. Many publications deal with the so-called “average” child. Lists such as the one beginning on page 47 outline child behaviour at the ages when such behaviour usually occurs. If something is “average” it means it is midway on some scale of measurement. It isn't the highest or the lowest, or the biggest or smallest. It's likely—but not necessarily—somewhere around the middle.

When something as complicated as human development is being described, the term “average” can be misleading. If you read that the average age a child starts to imitate ba-ba is 13 months, this doesn’t mean that most children behave this way. One child may be ba-ba-ing beautifully at 10 months. Another may just quietly contemplate this ba-ba business until 15 months or so.

One danger is that parents may try to timetable their child’s development according to a list. They forget their child is an individual and should be allowed to develop at his or her own speed.

Such lists are useful, however. Parents can compare their child’s behaviour with an average. If they think their child is really out of step or has other problems, they can check with their doctor or an early childhood specialist. Occasionally a problem does exist. The earlier it’s looked into the better.

1

Taking a break from parenting



This may seem to be an unusual topic for the beginning of a booklet about parenting. We've promised you tips about parenting and the first topic is how to get away from your child. The topic is important, however, and it's placed here to stress its importance.

Everybody needs a break from their regular tasks. With a mother, and in a growing number of cases, a father who's at home full time, such breaks are valuable not only for the parent, but for the child. (Although this section is mainly directed at parents in the home, certain suggestions are also useful for mothers and fathers with jobs outside the home.)

Some first time parents have great difficulty in leaving their infant with someone else. There's the unspoken worry: "If something happens, I'd always feel guilty." Well here's some news for such parents. Children don't want, need or benefit from having mom and dad constantly present.

New situations from an early age provide children with new learning experiences. Such changes also help children gain confidence in other adults. They

prepare children for times when parents can't be there.

It's not selfish to think of yourself. Don't feel guilty about letting yourself come first some of the time. When you're rested and feel good, the whole family feels good too. An interesting parent is a wonderful model for young children.

Where to start

Consider what you do with the time when your children are napping. Rather than rushing about, cleaning, why not read, soak in the bathtub or take a nap? It should be remembered, household chores are never finished. You will never have the same leisure time you did before the children came. Try to cut down on unnecessary household tasks. Let the dishes drain. Plan simple meals. Once you have a system, housekeeping becomes easier.

Arranging regular time off

Many parents arrange an exchange of childcare duties, perhaps one afternoon a week each, to avoid the expense of a babysitter. If you don't know any parents in a similar situation, contact your local recreation department, church or public health nurse for help. They may know of someone or be able to direct you to a child-care co-op in your area. The co-op arrangement usually means that several mothers take their infants and toddlers to a central place for a few hours a week. While two or three mothers care for the children, the others are free to relax. Such an arrangement is great for sharing information too. It's often helpful to find you're not the only one on the block whose child has toilet-training or sleeping difficulties.

These are worth a check:

YM/YWCA, YM/YWHA

Your municipal recreation department

Public library or school board

Community College

Church or synagogue

Some organizations offer programs—ranging from knitting to motor mechanics to painting and poetry—combined with childcare elsewhere in the building. And some businesses, such as shopping centres, provide childcare for an hourly fee while parents shop.

When mother is the full-time homemaker, what about dad?

Couples should discuss the need for parenting breaks. Some fathers may prefer to take over the children on Saturday afternoon rather than assume such responsibilities after work. When mothers spend such time off elsewhere in the house both parents should make sure the children understand that dad is in charge.

Your personal growth

After you've organized a break—whether it's for half an hour or half a day, try to use the time to help in your own growth as a person. Don't go grocery shopping. Don't do your laundry. Do take a course, or catch up on some reading. How about a movie, or a church or community group?

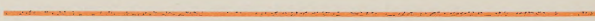
It's your life and you can't spend it entirely on child-rearing. Children do grow up and leave home. And you have a lot of living to do once they're on their own. Now's the time to get involved in some other activities.



The first part of the paper discusses the importance of the study and the objectives of the research. It then proceeds to a literature review, followed by a description of the methodology used in the study. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

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2

In the beginning



During the past 20 or so years, there's been a revolution of sorts in some Canadian families. More and more fathers are attending pre-natal classes with their wives and mastering the secrets of diapering and bathing a newborn. They're in hospital labour rooms, timing contractions and counting breaths. And many are sharing the indescribable joy that comes with witnessing their baby's birth. It's a highly emotional time, a time when those special ties between parents and child can start to form.

Such involved fathers are often breaking with the way fathers acted in the past. It's likely that their fathers, and grandfathers, believed their roles were breadwinner and the person who disciplines. Taking care of children was women's work. There was little involvement with father until youngsters were old enough to toss a ball or some other acceptable activity.

Today's new-style fathers are involved in taking care of and playing with their children. They are also deeply involved in the emotional growth of their child.

Involved fathers often participate in a team approach to parenting. If mother is at home full-time, she may have had her fill by the time father returns from work. If she's caring for an infant with colic—or a fretful child—she will definitely have had her fill. She needs a break. It's time for dad to take over for awhile.

The team approach recognizes that each partner has strengths and weaknesses and a limited amount of patience. It helps both parents shine at what they do best. Neither parent becomes the villain or giver of all things good.

Despite the advantages of the team approach, psychologists are quick to point out that two parents aren't a necessity. A significant percentage of families have only one parent, and most children are raised successfully, whether that parent is mother or father.

Time to talk

The arrival of a new baby at home—whether it's a first child or a fourth—is a time of excitement and delight. It is a major occasion, a key date in the family history.

It is also the time (or shortly thereafter) for mom and dad to have a frank talk about how their new child will disrupt family routines. It's a time to talk about what each parent expects of the other, about who should handle what chores, and about the added day-to-day duties resulting from the new family member.

Many couples argue or become tense with each other because family routines based on years of spoken or unspoken agreements are no longer being followed. Parents may not understand just what is happening in the family. They may be embarrassed at their reactions but can't let go of the feeling that they are being cheated or inconvenienced.

It's important for the whole family that such feelings be talked out and differences settled.

3

Bedtime routines and night wakings



The first three months

Babies wake during the night and when they do, they usually cry. Crying is a plea for attention, a baby's first means of communication. In the early weeks, there may be a lot of fretting and crying—when your baby is hungry, thirsty or just seems to want to cry for no apparent reason.

A day of crying and fussing often indicates tension before baby moves on to a new stage of development. Babies sometimes cry when they are first put down even though there's nothing wrong. They should be given time to settle down. If crying persists, they may need some help—some rocking, a walk around the room in mommy's or daddy's arms. For some babies, just sleeping in another location tends to help. Don't worry about spoiling your child. In these early months attending to needs when they arise helps your baby feel loved and secure.

Sometimes, however, persistent crying means the baby may be suffering from some physical problem or that a change of formula or foods may be necessary. If the crying continues a doctor should be consulted.

Sleeping through the night

In the early weeks, a baby sleeps as much as 14 hours a day but the longest sleep period is usually four or five hours at a time. At about four months — perhaps earlier — babies begin to eat more at each feeding and will be able to go longer between meals. When they wake up for night feedings, they may be more interested in socializing than in eating.

Such signs mean it's time to encourage sleep through the night. Some suggestions:

- Try to keep feedings three or four hours apart. (Parents who feed when the baby cries for food may find it takes longer to get a nighttime schedule.)
- Expect some crying. It may be difficult to tolerate, but may help break your baby's habit of crying for attention.
- Gradually shift bedtime feedings, for instance from 10 to 11 p.m., so your baby will sleep later in the morning. (This may not work immediately, but be patient.)

Early bedtime routine

Your baby must learn to associate sleep with the crib, not with your arms or your bed. When you rock your baby, do it only as part of the pre-sleep routine. Put your baby in his or her bed before he or she falls asleep.

Think of yourself

Parents naturally want, and need, a good night's sleep but a new baby in the home means uninterrupted sleep is impossible. Some help — a sharing of responsibilities — at this stage is essential.

There may be times when you can't go to your baby immediately when he or she cries. You shouldn't feel guilty if for the most part, you respond to your baby's needs.

Bedtime routines for preschoolers

Sleep patterns change as children get older. Preschool children should go to bed about the same time each night. They'll soon get used to the routine, although most youngsters will need reminders about bedtime, on occasions. Some other suggestions:

- Keep bedtime positive and pleasant. Cuddle your child but avoid roughhousing. A child who's just zoomed around the bedroom on a "rocketship" ride can't be expected to drop off to sleep one minute later. Bedtime is a good opportunity to talk about the activities of the day, a quiet time that builds the parent-child relationship.
- Keep your child in his or her own bed (not with an adult).
- Give warning signals such as: "As soon as this TV program is over, it's off to bed..." or "It's time for bed at the end of this game." Then stick to it. Some games, however, never end. You may have to use time cues "Five more minutes and that's it" in such cases.
- Anticipate bedtime needs such as a drink, toileting, a favourite toy, and tissues. If your child is sleeping away from home, make sure there's a familiar toy or favourite blanket.
- Allow enough time for bedtime preparations. A relaxed, not a rushed, routine is best. When a routine is established your child knows what to expect.
- Is your own behaviour teaching your child to cry rather than fall asleep? If you postpone bedtime when your child resists, he or she will tend to take advantage of such inconsistency.
- Provide something of interest such as toys or books for those early morning waking periods. Say: "You can play with your toys for a little while. Then I'll come and get you."
- Try to distinguish between needs and wants. The solution may be to stop responding when your child cries or resists. Complete bedtime routines, then leave your child alone to sleep. Make it clear you won't be back until morning.

Bedtime fears

Sometime between two and four years, children may develop fears and feel the need for mommy's or daddy's presence or an extra kiss for reassurance.

Fear of the dark

This fear is common among young children. Telling your child that you aren't afraid won't work. Neither will any attempt to explain there is nothing to be afraid of. Let your child know you understand this fear. Show you care. Leave a night-light on near the bed. Tell your child about someone who had a similar fear and got over it, and that your child will get over it too. Most important, let your child tell you about his or her fears.

Bad dreams

At first, children can't tell the difference between dreams and real life. They are puzzled by dreams, and they can become frightened. Children might develop a fear of the dark, or a fear of going to bed.

Mom or dad should go immediately to a child who awakens and cries out during the night. A little reassurance and comforting should be all it takes to settle things down. Talk about something pleasant—in a calm voice—that you have planned for the next day as you tuck your child in.

If the cries indicate terror or extreme fright, make sure your child is awakened completely. Turn on the light if necessary. Once your child quiets down, explain it was only a dream, only make-believe. If possible stay until your child falls asleep.

4

Jealousy when the new baby comes home



A preschooler will react in a variety of ways to a new baby. Your child may enjoy being the big girl or boy and try even harder to eat and get dressed without assistance. A child who's three or more years older than the new baby and who has friends and interests outside the home, may be very happy about the new family member.

But a mixture of feelings toward a new baby is common. Your child may react with pleasure or mild interest. Or your child could be mildly upset for a short period or be very upset for a long time.

It's common and normal for a young child, at times, to show genuine resentment, jealousy and dislike of a newborn baby. These feelings may surface immediately or months after the birth. They may be repeated.

But as your older child learns that you love and care for him or her as before, a growing attachment and affection will occur. You can't prevent your child from feeling angry and resentful...but you can minimize these feelings. How?

Before the baby arrives...

- Do tell your child about the birth ahead of time so the baby won't come as a complete surprise, but don't tell too early or the wait will seem forever. Three months before the due date is plenty of time to prepare your older child. Picture books about babies can form the basis of family discussions. Point out how mom is getting bigger and talk about plans for the baby's arrival home.
- Don't "oversell" the baby. Talk about the baby matter-of-factly. And remember, if your child thinks a new baby means an instant playmate, there's sure to be disappointment.
- Do make major changes in your child's routine months before the birth or well after the arrival of the new baby. Examples are starting nursery school, changing bedrooms and graduating from crib to bed.
- Do try to arrange for a familiar adult to stay with your child at home while mom is in the hospital.

When the baby arrives...

It may seem to the child that "number one spot" has been lost—or there may be jealousy when the new baby starts using a favourite crib or high chair.

One reaction may be regression—acting in "babyish" ways. Children who are toilet trained may go back to soiling and wetting. Children who can feed themselves may want a bottle.

Children usually can't be talked out of this and punishment only makes them think their parents don't love them. Spend some time cuddling. Talk about his or her birth, homecoming, first bath at home and other events of the early years. Show your child some of his or her baby pictures.

Dress your child. Try giving your child some juice or milk in a bottle. Forget toilet training for awhile. The regression will usually last only for a few days or weeks.

Another reaction may be anger and hostility toward the baby. Some children may suffer nightmares or throw temper tantrums. Some children solemnly ask their parents to return the baby to the hospital.

What should parents do? Be firm and loving. It must be made clear that hitting, pushing or pinching a baby is not acceptable. No one is allowed to hurt the baby.

And remember that actions always speak louder than words. You may have to restrain or remove your child from the situation but you should also be sure to cuddle and reassure your child of your love.

Let your child know you understand his or her feelings. Say: "You're really angry. You feel Mommy loves the baby more than you ... you wish you were the only one."

Perhaps you can help your child play out such feelings. Provide a sturdy doll with diapers, toy bottles etc. The doll may get loving care, or get thumped on the head. If the latter, explain that babies are breakable. A calm and loving explanation about the needs of babies can help your child learn this important lesson.

Most important, give your older child some private time with you each day, perhaps while baby is sleeping. If dad takes an active interest in child care, then both parents will have extra time to devote to the older child.

Visitors who forget

Sometimes visitors get so enthused about the new baby, they forget the older child. One solution is to praise your older child's accomplishments. For example: "Why don't you show our visitors the nice picture you coloured today?" If visitors bring a gift for the baby, try to have a special treat, or a token gift on hand for the older child as well.

Proud participation

Encourage your child to handle the new baby and to share in caring for the baby. Newborn babies aren't easily broken. Such participation by your older child, plus large doses of love and attention from mom and dad, will help your child become a proud older brother and sister.

5

How you can help your child's development



Babies

Babies come fully equipped to begin discovering the world at birth. They can hear, taste, feel and see. Although at first most of the time is spent sleeping, the baby still tries to make some sense out of the new surroundings.

Around six or eight weeks, babies will smile when you smile and talk directly to them. It won't be one of those fleeting little twists of the lips that newborns favour us with—but an unmistakable smile of recognition and pleasure. This is a sign of major progress in social development—in the ability to get along with people.

Children have to learn a lot of intellectual skills. They have to learn that one thing can cause another to happen. They have to learn how to figure things out for themselves. Babies aren't born with these powers. They start learning them from birth. For instance the sound of running water. It sometimes means a bath. "Yep...now mommy is undressing me. It's tub time."

A baby needs to see loving and familiar faces. A baby needs to hear familiar voices and feel loving arms. It's a need that must be met and is as important to emotional growth as proper food is to physical growth.

Parents can also help their child by following a routine. Set fairly regular feeding, sleeping and play periods—but keep the schedule flexible enough to meet your own needs. One theory is that a routine is necessary in helping the baby develop a sense of trust. The baby gets to know that if mom or dad, or the babysitter isn't around, well, that's how it goes. They'll be here soon. No need to fuss.

At about eight months (often earlier), your baby may cry when strangers are around. Parents are sometimes embarrassed when their baby makes strange—especially if the “stranger” is really sweet and lovable Auntie Martha. And especially if you've just spent 10 minutes telling Auntie Martha how good your baby is. Making strange really means that your child is now able to tell the difference between who's familiar and who isn't. Quite an accomplishment! This fear of strangers will soon pass.

Out of the mouths of babies

Parents should begin talking to their child at the infant stage. This will help in learning to talk, even though baby doesn't understand what you're saying. Also, babies enjoy listening to sounds. Provide some variety, some high and low tones, a whistle or a song. And remember, when your child is crying, the muscle control needed to talk is developing.

By the end of year one, your child can usually let you know what is wanted by making rising and falling sounds. Babies will understand more than they can say.

The baby makes sounds randomly. When a sound is close to a word, older children or adults show some excitement. “Wow!” thinks baby and repeats the sound.

First words are likely to be repeated syllables, like dada or baba. The M sound in mama is harder to master. First words often have a very broad meaning. For example, “bow-wow” may mean a dog, a toy dog, a cow, or anything furry. It might even mean sweet and lovable Auntie Martha.

Food for thought

Everybody knows that good food and balanced diets are necessary for good health. But there is a 45-month period when proper nutrition is of the utmost importance. It starts at conception and ends when the child is about three years old.

During the nine months of pregnancy, the child develops at an explosive rate. If the mother isn't getting a good supply of all the necessary proteins, vitamins and such, the child could be shortchanged.

Researchers say the child won't be able to live up to genetic potential. The child inherits factors from parents that will influence how some of the challenges of life are handled. But a poor diet can prevent full development of this potential.

For example, very poor nutrition can affect growth of the brain. And the physical development of the brain doesn't end until 18 to 24 months of age. Other parts of the body such as muscle tissue and the organs are also developing rapidly during this critical 45-month period and require proper nutrition.

The problems resulting from the wrong kinds of food or from eating too much or too little are covered in other publications. They are mentioned here because nutrition is such an important factor in development. Your doctor's advice should be followed.

Categories

Child development is often discussed under four main headings: Physical, Social and Emotional, Language, and Intellectual. (See lists on Page 47.) These labels are aids in understanding child development but it must be stressed that all such categories are related. Mastery of one skill, such

as the physical skill of crawling, leads to an explosive development of intellectual skills as exploration leads to one delightful discovery after another. There are pots to pull out of cupboards — and books to chew on!

Why the difference between children the same age?

No two youngsters are the same. A child comes into the world with certain abilities. Then there are the influences of surroundings such as parents, friends and television. Add to these such things as his or her health and the daily parade of experiences. The result is an individual with a style that is very personal.

When we think about how a child behaves, we think about nature or temperament. Some children have a quiet nature. Others are called active, or cheerful and so on. And others are lively youngsters who need to be told repeatedly what's right and what's wrong at each age. Some of these characteristics persist over the years.

Behaviour is a two-way street. The nature or temperament of the child influences parental behaviour. For instance, the baby who's sleeping through the night at two months (yes, there are a few) will likely have relaxed and rested parents. But how about parents of the baby who wakes and cries all through the night? They're prime candidates for roles in a TV commercial about a headache remedy. They need a break, and deserve a medal. They need all the support they can get to help their baby adapt more comfortably to the world.

Playing and learning

Babies

Parents can help their child's development and growth to independence in a number of ways. One of the most important ways is through play, because a child playing is a child learning. Babies love the company of parents at playtime but are also capable of playing alone if provided with ways to keep amused.

Self play

Some ways to keep your baby interested while you're busy include:

Feeling—Place your baby on new surfaces—a rug, blanket or smooth surface. Children love to explore and feel different textures.

Seeing—Make a mobile. Use colourful cardboard shapes to hang over the crib. Babies enjoy watching colours and shapes and will start trying to reach them. Babies enjoy watching themselves in a mirror. Fasten one to the side of the crib. If the mirror is big enough or far enough away, your baby will be able to see his or her whole body. Any movement and there's an instant and fascinating reward in the mirror.

An infant seat can be a safe place for your baby when you're busy. Place the seat so your child can watch you. If you're cooking in the kitchen, there are all those new smells to discover too. (It should be remembered that a squirming baby can topple such a seat. Position the seat so it can't be tipped over—not on a counter top or other high slippery surface.)

Hearing—Playing the radio or record player while your baby's awake provides the experience of many new sounds.

Special games for infants

When your baby is wide awake and has been fed and changed, it's an ideal time for mom and dad to try some special games. Babies enjoy being carried about and seeing the world from different positions. Vary the position—facing up, sideways and upright.

Infants love the human voice and rhythmic sounds. Play finger and toe games like “This little piggy went to market” or hold hands for “Pat-a-cake”.

Speak gently and clearly because your tone of voice and words are important. Some parents say they feel a little foolish talking to a baby but such “conversations” help speech development and

strengthen the parent-child relationship. Singing to your baby is important too.

Babies enjoy moving their bodies. Try holding one arm, and move it gently across the chest to the other side; repeat with the other arm. Do the same with your baby's legs. Push gently upwards against baby's feet. Notice how your child will push against your hands as the knees bend. While your child is lying on his or her back, offer your fingers as a hand-hold. Ease your baby up to a sitting position and slowly down again.

Games can be worked into routines such as a diaper change. Try a game of peekaboo. Incidentally, this begins to teach an important idea. Things exist even when you can't see them.

Babies often feel sociable and playful after a bath or nap. Here are some games to play *with* your child. (Close supervision and involvement are needed to ensure safety.)

Objects in a box — Place safe items like coloured blocks and some bright yarn in a box. Try to vary the shape, size, colour and texture of the items. While your baby is watching, take out and offer one item at a time. Encourage your baby to hold it and examine it until ready for the next item.

As skills improve, your baby will start reaching for the items. Encourage this. For variety, attach the items to a string, and let your baby pull them from the box. Add some bells to the string for even more interest. And all the while, talk about the items and what you both are doing.

Reading — Babies love books and magazines. They love to hold them, to look at the pictures, to chew on them and to rip the pages. They also like to put bits of paper in their mouths, so you'll have to supervise to make sure what goes in, comes out.

You can make baby-style books. Glue simple, bright pictures to stiff cardboard, punch holes and fasten with a string. Sit your child on your lap and help turn the pages. Describe the pictures. Reading to your child, even at an early age, will help develop a positive interest in books.

Noises—Once a baby can grasp an item, it's rattle time. When your baby is more skilled, show how items can be dropped into a tin or pot and how spoons can be banged together. This type of play helps develop co-ordination.

Floor play

During the second half of the first year, babies become mobile. More active games can now be played.

Playing ball—Roll a ball back and forth. Encourage your baby to go after the ball and push it along the floor.

Tunnels—Large open cardboard cartons or up-turned chairs covered with old sheets make great tunnels for exploring. It's even more fun when you join in.

Hide-and-Seek—Around this age, children begin to understand that items still exist even when they've been moved out of view. There are many hide-and-seek games. For example, let your baby see you put an item behind a box, or under a blanket. Encourage your child to find the item. At first you may have to help a bit in the "seeking".

Painting—Painting is an enjoyable activity and helps develop co-ordination. Try finger painting or using brushes, cloth or sponges. The paints must, of course, be non-toxic.

The toddler years

There's a great day—somewhere around the 10-month mark—when your baby gets mobile. First it's crawling, or scooting along on the bottom. And when your child learns to walk, look out. Babies at this stage get into everything.

The toddler years are generally defined from about one to three years. And for parents, it is a demanding period. How parents react to their child's needs can be a factor in their child's future handling of life on the playground and in the classroom.

The period from about eight months to 18 months is believed by some researchers to be one of the most important in the growth of the child's social and intellectual skills.

Just look at the changes and challenges your child faces during this period: learning to walk, to talk, to hold things, to eat and drink without help, to imitate others and to find out about everything. Your child is on the move, intensely curious, getting into all sorts of mischief.

A one-year-old is more interested in exploring and learning about the world than in meeting people. In fact about one-fifth of the time is spent staring at things and trying to figure out what they are. We know this because of the work of a research team headed by Burton White at Harvard University.

The researchers wanted to know why some children are so much better in school than others. They started by studying school age children — then looked at younger children in their search for the answers.

The researchers concluded that the die was cast in the first three years. The children who did well had parents, often mother, who did certain things to help their children learn and grow. The first things these mothers did was to make the surroundings interesting and safe for the children. Dangerous things, such as knives and cleaning fluids, were put out of reach. So were vases and other valuable breakables. Safe objects, like pots and pans, were put in lower cupboards where the child could get at them. The children were permitted to roam through areas of the home “child-proofed” for safe exploration and play. Other areas were closed off.

The home was often messy and the pots got some scratches. But mom didn't have to spend half her time as a police officer. These mothers had removed some of the reasons for conflicts with their children.

The researchers also noted that mothers of the above-average children acted as consultants to their children. If the child wanted something, the mother would take 15 seconds or a minute to help.

Often she'd give a little extra time to show a related idea, or spark curiosity, or praise an accomplishment. She was interested. It taught the child that when help was needed, it was available from an adult.

For instance, the 14-month-old sees a picture of a dog and says "bow-wow." Mom encourages: "Yes, that's a dog. It's a black dog, just like the puppy down the street. It's a black, furry dog."

This type of teaching came in short spurts throughout the day, not in a long session that could overload the child and lead to frustration.

In some cases the mothers had very busy schedules. Some worked full or part-time outside the home, but they still fitted in these consultant duties. And of course, both parents' positive attitude toward learning didn't end when their child was three. Children need lots of guidance and encouragement at every stage.

Great expectations

Please note the stress on guidance and encouragement. It's natural for parents to want their children to do well at school and at play. But too much emphasis on achievement can turn this healthy concern into unhealthy competitiveness. Parents who push their children too far and too fast will end up frustrating their youngsters.

The fact is each child develops at his or her own pace. For example, by the age of three, a child who was slow at walking can be dashing around as fast as an early walker. (There's no evidence that a child with rapid physical development, like walking early, will grow up any "smarter" than the child who takes time.)

What about the child who's big for the age group? Johnny is a husky type who looks five years old. He's really three and a half. But mom and dad begin to think if he looks five, then by golly, he'd better act that age. And of course, a three-year-old can't act like a five-year-old. There's a world of difference between youngsters at various stages, especially during these early years.

Playing and learning

Toddlers

Here are some things toddlers like to do. They love to move—in all directions and at all speeds. They like to climb. Parents think about climbing things like ladders or step stools. For a child, anything will do. Children like to climb inside things. (That's why airtight objects such as old refrigerators or storage chests are deathtraps.)

They like to pile things up and knock them down. They like to collect things and put them in containers. They like to carry things around. And they love to dump things out.

They like to handle things, like water, sand or their breakfasts. They like to put things together and take them apart. All these forms of play can be done alone and without expensive equipment. Toddlers learn by playing with other toddlers, both in sharing and disagreeing.

There are three basic stages of play you can expect. The first is solitary play—the child plays alone. Next is called parallel play. Two or more children play in the same area. They may be playing at the same things but they aren't really playing together. The third stage is called co-operative play. Two or three children join in play that would be impossible without each other such as catching a ball or playing house. This usually begins around the age two mark.

Toddlers also love to play with mom and dad. Here are some games to try.

Thinking and playing

Hole-in-the-pot—In this game, the toddler has to decide if a square block or ball will drop through a square or round hole. Use two containers with plastic lids, such as coffee cans or ice cream containers. Cut a square hole in one lid and a round hole in another. The holes should be slightly larger than the blocks and balls. As skills improve, add some triangular blocks and cut an

appropriately shaped hole in another lid. Children learn by trial and error, but they need help when they're stumped.

Bead stringing — As toddlers approach 18 months, they may be ready for the delights of bead stringing. *For safety reasons, parents must be involved to make sure the beads aren't swallowed.* Large beads are best, but large empty thread spools can be used. Shoelaces make good strings. Tie a knot in one end and wrap tape around the other end to stiffen it. Help your child co-ordinate hands and fingers and when the creation is finished, it can be worn proudly as a necklace.

Puzzles — You and your child can make puzzles together by gluing large, simple pictures from a magazine — say of a dog or a cat — to a heavy cardboard and then cutting it into pieces. Begin with a two-or-three-piece puzzle. Once this is mastered it can be cut into smaller pieces.

Matching and sorting — Place a number of familiar objects such as a cup, spoon and bar of soap on a tray. Cut out magazine pictures of the same objects. Hold up a picture and ask: "Can you find one like this?" Talk about the similarities and differences between the object and its picture. This game can be made more challenging by including objects on the tray for which there are no pictures.

Other sorting games can be invented by using cards or stickers with pictures of animals or birds on them. Encourage your child to sort the pictures into groups — all the birds, animals and so on. Sorting can also be done by colours or by types of animals. It's a good way to build vocabulary. For younger toddlers, stick to very simple games. Sort by only one property such as colour or shape.

Doing, touching and tasting

The tactile box game (for older toddlers) — Put a number of familiar objects in a box with a hole cut in one side while your toddler is watching. Your child reaches into the box and finds one object. Before pulling it out, ask what it is, and what shape it is. Is it smooth or rough? Then let your child pull the object out and see what it is.

Tasting—Children from 18 to 24 months like this game. At mealtime ask your child to taste each food being served. Describe the different tastes and textures. This game begins to teach the names for tastes and that although some things look alike, they can taste differently. *Children, however, should be warned at a very early age not to taste anything that mom or dad hasn't checked.*

Painting—Give children some non-toxic paint for finger-painting or painting with a big handled brush. Or how about pieces of sponge cut down to toddler size as a brush? And here's a sure hit—foot-painting. Wet the soles of their feet with paint and have them walk on paper.

Expect things to be messy. Make a smock out of an old shirt to protect your child's clothing and put newspapers on the floor to soak up spills.

In warm weather, your toddler can have great fun "painting" outdoors with a wide brush and a container of water.

Physical activities

Gym—Toddlers love to be active. When they are learning how to walk, place pieces of furniture close together so they can wobble from one to another. *However, furniture with sharp corners can be dangerous. Such furniture should be temporarily removed until your toddler is steady on his or her feet.* Follow-the-leader with mom or dad can be fun. Put a few obstacles in the way like cushions or open cardboard boxes. Children have fun and develop muscle co-ordination by rolling, tumbling, somersaulting and jumping. You can help by supporting your child with your hands.

Dress-up—This type of dramatic play lets toddlers learn more about the roles adults play and about how people get along with each other. Provide some old clothes and watch the fun. Older toddlers enjoy play-acting but it becomes a special treat when parents join in their fantasies.

When you use your imagination when developing play activities, there's a bonus. Your child is learning to be imaginative too.

And now, a word about television

There are a number of excellent TV programs for children from which they can learn. But a word of caution. *TV shouldn't be used as a substitute for a babysitter or for normal, active playing.* Such play is necessary for your child's development. A great deal has been written to help parents. Your local library has information on television and children, on many aspects of child development and on activities that can help your child learn while playing.

Encouraging independence

Parents want their children to become responsible, independent adults who can make decisions about their lives, who can face change with flexibility and meet challenge with courage. But parents often unintentionally limit their children's efforts to become independent because of inconvenience, fear of danger, or a wish that they wouldn't grow up so quickly.

The question of what's safe for your child may lead to disagreement between mom and dad. Children need to explore to learn, but adventure can bring injury. Your child may think climbing stairs on the outside of the banister is a good idea. But it's a bit of a heart-stopper when he or she proudly calls while clinging to a perch seven feet up.

One parent may figure the child is climbing the road to independence and shouldn't be discouraged. The other is thinking unpleasant thoughts of bandages and fractured skulls. Parents should sit down together and decide just what the right balance is in this and other issues. Set the rules together and revise them together as the child grows and learns.

Children enjoy being capable. They are naturally inclined to learn to do things for themselves and for others—to become competent. They may become discouraged if their parents smother them with over-protection. Some children may assume

that they are inadequate and may not try to explore their own strengths. They may become dependent and clinging. They may become defensive and rebellious, always expecting criticism.

What can parents do?

Do only for children what they can't do for themselves — It's difficult to leave children alone to explore, and to avoid correcting what they do. For example, on that great day when baby reaches for a spoon, hand it over. There's sure to be a mess, but babies are, after all, washable.

Set priorities — What is more important? A messy toybox or a child who puts away toys? A tidy home, or a child who is free to explore with a minimum of restriction? (A home can be child-proofed by placing breakables and dangerous objects out of reach.) When it's necessary to stop an activity, try to redirect your child. For example, if your child is scribbling on the wall, provide a large scratch pad.

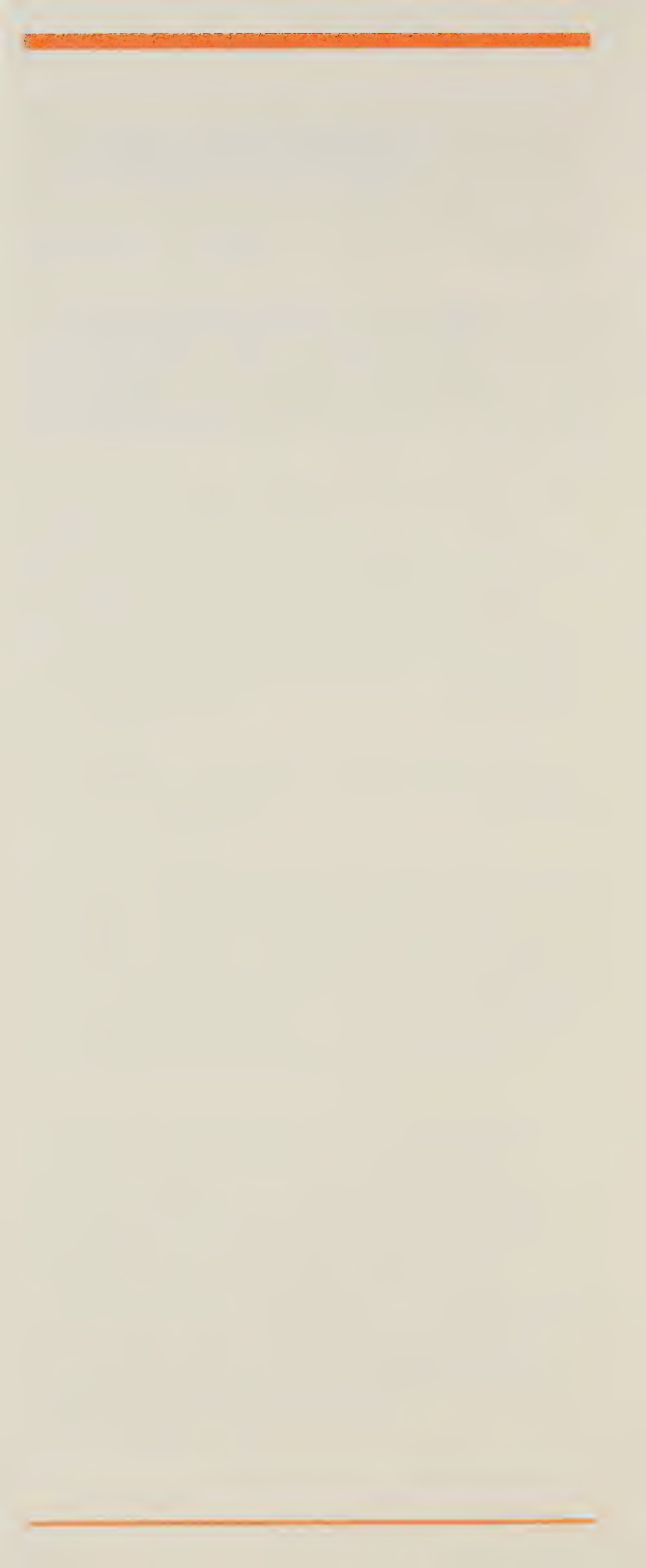
Make time for training — Teach your child when you're not in a hurry or you may spend hours just correcting mistakes.

Give your child opportunities to learn by doing — When your child says, "Let me do it myself!", why not let him or her do it? If the task is pouring cereal and milk into a bowl, there will likely be a bit of a mess at first but this job will be mastered soon. Let your child know you trust him or her to try things out. Say, for example: "I've put out your jacket, so you can dress yourself."

The sweet sounds of praise — It's important to praise accomplishments at all age levels. Be specific and genuine with your praise. Don't overdo it. Do praise actions. Avoid the "good girl/boy" type of general praise. Listen to how your child feels about things. There will be triumphs and discouragements. Be responsive and tell your child that you understand that growing up and learning are difficult at times. Never let children think of themselves as failures. Separate deeds from doers. For example say, "Too bad *it didn't work* this time."

Encourage risk-taking, within limits — A young child must be watched but this can be done without your presence being obvious. When your child needs protection, try not to overdo it. An encircling arm can prevent a fall but won't restrict movement.

Watch for clues — Your child will let you know when he or she is ready to try something new — or isn't quite able to do what's expected. For instance, children may be able to put on clothes, but not complete the job with those tricky buttons and zippers.



6

Toilet training



One of the major milestones a child passes on the path to independence is toilet training. It's a great accomplishment for a child, and a great day for parents too. In fact one mother describes the escape from diapering as one of the first "freedoms" in parenting...the fact that she could go on outings with her toilet-trained child unencumbered by plastic bags containing diapers, tissues and the other tools of the change table. (Her other stages of parental freedom? When the kids are in school, when they're able to stay without a baby sitter, and so on.)

When should toilet training start?

Parents with young children soon learn a key truth about toilet training—there's plenty of advice available about training from friends, relatives and books—and that such advice is often conflicting.

Friends and relatives sometimes put pressures on parents to begin training as soon as possible. And you're sure to hear stories about so-an-so's child who was trained at 10 months or a year. However, impatience or anxiety about toilet training can

lead parents to try methods that don't work well. And this can result in disappointment, frustration and shame.

Success depends on a child's physical development, communication skills and willingness to try. A child is usually physically ready to be trained around the age of two — although this may be considerably later for some children.

Here are some clues to help decide when to begin training:

- Can you predict your child's bowel movements by physical signs such as your child pushing, grunting or getting red in the face?
- Are bowel movements coming at regular times?
- Does your child show discomfort after a bowel movement into the diaper?
- Does your child know when he or she is urinating?
- Can your child hold back from urinating for longer periods?
- Can your child understand simple directions?
- Does your child know necessary words to express needs? The choice of words is important because persons other than mom or dad, such as a nursery school teacher or a relative, must be able to understand your child.

What next?

Begin by teaching your child the words you want used. At two this shouldn't be difficult. For example, when you are changing a diaper say: "You've got a messy diaper," or "You're wet." Use language that's easily understood and speak in a matter-of-fact voice.

Your child will soon be calmly (or proudly) announcing: "I messy," or "I wet." A child often "invents" words to be used and this becomes a part of the family history.

A potty is preferable at first because it is less frightening than a toilet and it's small enough for a child to get on and off without help. You can help your child relax by staying with him or her or by providing a favourite toy.

When you're certain it's time for training, watch for physical signs that show your child is going to have a bowel movement. Ask if he or she would like to sit on the potty. If the answer is "no", respect this refusal. Make your child feel comfortable and don't expect the potty to be used every day.

Medication should never be used to regulate bowel movements. This may lead to problems later.

A successful session on the potty should be rewarded with plenty of praise. After a while, vary training procedures by using the regular toilet. Hold your child, if necessary. Place a box in front of the toilet to use as a step. This encourages use of the toilet and helps your child become less dependent on the potty.

Phase two

Bladder control occurs later in the second year and comes in two stages, waking control, and later, sleeping control.

Be sure your child knows the words to express urination. "I'm wet", "I'm wetting myself" or "I need to wet" are easy statements to learn. Tell your child that it's now time to wear panties most of the time instead of diapers. Make sure clothing is easy to remove for washroom visits. Boys should be taught to urinate standing up. Father or brother can set an example. Again use a box as a step to the toilet.

With daytime control established, sleeping control usually follows quite naturally.

Some Do's

- Be positive and casual in your approach to toilet training.
- Ignore accidents and praise successes. Your child will feel good and will try harder next time.
- Give encouragement: "Going to the toilet is hard work, but you did it. Good for you."
- Respond immediately when your child asks to go to the washroom. Let your child sit quietly until finished.

Some Don'ts

- Don't make your child feel anxious about toileting.
- Don't be critical over accidents or failures.
- Don't moralize or punish. This causes feelings of rejection and inadequacy. When accidents happen, your child will soon learn that it's nicer to have clean, dry diapers or training pants.
- Never force the use of the potty. Your child may not need it and will feel badly for not fulfilling your expectations.
- Never pressure your child to stay on the potty or toilet by saying: "You'll stay there until you've done something."
- Don't rush to the washroom every 15 minutes or so in the hope you'll catch your child in the act. Neither of you would be able to stand this for long.

Remember

- Relapses in training should be expected, especially during illness, fatigue, family stress, or special events, such as the arrival of a new baby.
- Toilet training, like any major stage in the child's development, can't be mastered in a day. Give your child the necessary time. Teach gradually.
- Accidents are often inconvenient and embarrassing. Toilet training often leaves parents feeling frustrated, angry or disappointed, especially when progress is slow or uneven.
- You can minimize problems by being patient and confident that your child will master toilet training. And when that happy day arrives when there are no more soiled diapers or damp pyjamas, congratulate your child — and yourself — for a job well done.

7

Discipline



Discipline is a confusing issue for many parents. They wonder if they're being strict enough or too strict—or if they've handled a particular problem correctly.

Part of the confusion arises from what parents mean when they use the term discipline. Often they are really talking about punishment which is but one part of discipline.

Punishment means a penalty inflicted for wrongdoing. It ranges from a mild reprimand or withdrawal of a privilege such as no television for a day, to corporal punishment such as spanking.

The term discipline implies something more positive. It has to do with guidance. It is the training and teaching of your child about desired behaviour, not just the controlling of undesired behaviour. It helps a child learn self-discipline and self-confidence.

Some parents described as strict or disciplinarians may seldom or never use corporal punishment. And some parents who punish often, may actually be very poor at maintaining control.

Some parents feel guilty after disciplining children. And some accept behaviour they dislike because they are afraid of causing psychological damage. Some feel it is wrong to be angry with a child—or to show anger. But living with children is not always easy, and it's normal for parents to be angry occasionally.

Here are some generally accepted ways to discipline based on what is known about children.

Consistency

Parents can't, or don't always want to be consistent. But children need to know what is expected of them. Stick by your decisions. If you change your mind, explain why. For example: "You're right, it's not very cold today. I guess you don't need your jacket," or "I've finished my cleaning already so we do have time to read a story."

Some suggestions:

- Consider a request. Don't answer with a hasty yes or no, but once given, make your decision final.
- Establish routines. Young children benefit when they can predict their days. Schedule meals, baths, play periods and bedtime.
- Make rules. Set only rules you feel are important and enforce them consistently. State clearly what will happen. The consequences should be logical and natural. For example, "If you crayon on the walls, I'll take the crayons away." As children get older, let them participate in setting rules and consequences for breaking them. This will teach them they have rights, and chances are, fewer rules will be broken. Both parents should agree on the rules which should be appropriate for the ages of the children. And both parents should keep in mind that it's natural for children to test rules.

Praise and encourage

Children want to be noticed and continually seek approval from their parents. Tell your child what you expect. For example: "Paint on the paper, not

on the table.” “You may play in the sandbox but not in the flower garden.” Be specific: “Hold on with two hands,” rather than “Be careful.”

Good behaviour should be praised. Encourage attempts as well as completed tasks: “Good! You put your boots on by yourself.”

Speak positively: “If you get dressed quickly we’ll go to the park,” rather than, “If you don’t hurry we won’t go.”

Smile: A warm smile can also be a reward for good behaviour.

Set examples

Children imitate those around them. If you swear when you are angry, your child will swear when angry. Try to handle situations yourself as you want your child to. If your child says, “#&?*##+##&”, a calm reaction is best. Either ignore the remark or tell your child calmly you’d prefer him or her not to talk like that.

Make reasonable requests

Remember that physical development and emotional maturity occur at different times. Before disciplining, consider the following: Perhaps your child is too young to do what you expect. Perhaps there are other factors such as hunger or illness or lack of sleep.

What are your expectations? For instance, most two-year-olds can’t fully dress themselves; and most four-year-olds can’t sit still.

Perhaps your request is at odds with your child’s personality. For example, adapting to new situations may be difficult. A toddler may have trouble sleeping in a new room.

Toddlers need to explore and handle everything. Channel curiosity by providing objects and areas to explore, rather than saying “no” outright.

When children are asked to do the impossible, or are faced with situations they can’t handle, it’s natural for them to be angry.

Dealing with aggressive behaviour

Aggression is a forceful way of indicating feelings such as frustration, anger or despair. This, of course, is the dictionary definition, a pale reflection of the reality of a frustrated and furious two-or-three-year-old in full voice.

Tantrum-throwers or children who suddenly whack another child on the head sometimes catch parents by surprise. They're seeing a new side of their healthy, usually good-natured child. But it's a side that's always been there. Aggression is a natural part of a healthy child's life.

Babies, for example, thrash and cry when wet or hungry. As needs are met, a pattern begins to form — vigorous movement and crying get results.

By the time a child is three, there's enough strength to hit and kick, and enough co-ordination to connect with a target — a playmate's head or a mother's shin.

Of course, such aggressive behaviour isn't acceptable and children must learn self-control. For some children, learning self-control is a quick and painless process. Others may take years to learn acceptable ways of expressing their emotions.

What can parents do

Be Aware — Keep a watchful eye on your pre-schooler at play. Frequent supervision, although time-consuming, is essential to help your child learn acceptable ways of expressing feelings and developing self-control.

Anticipate and Act — When you see trouble developing, move in quickly, but remain calm. Gently restrain your child, if necessary. Holding his or her hands while you speak is usually enough. Explain: "I know you're angry, but I can't let you hit. That hurts." There may be a bit of a struggle and some protests, but eventually your child will learn the lesson.

Redirect Behaviour — Explain clearly that screaming and kicking won't get what your child wants.

Explain that you understand how he or she is feeling. Listen to your child's side, and come to an agreement on how to solve the problem.

For example, say: "I can't let you hit your friend. It hurts. I know how angry you are feeling. Please tell me what you are mad about." Remain calm and in control and your child will see that his or her feelings are not being denied or ignored.

Children will soon begin to understand that they can get satisfaction by talking about problems rather than through physical force. Redirecting behaviour helps children understand what parents expect.

Punishment

Children must be shown disapproval of unacceptable behaviour. When speaking, holding or other forms of discipline fail to deal with misbehaviour, other approaches must be considered. Some forms of punishment are removal of a treat or privilege, short confinement to a room and verbal disapproval. Here are some suggestions to help you punish effectively.

- Punishment should never be used to hurt children physically in order to make them pay for something done wrong.
- Punish sparingly.
- Be logical and fair. Relate punishment to the misbehaviour. For example, if your child throws sand at a playmate, remove him or her from the sandpile. Whenever possible, punishment should be a "natural" result of the unacceptable behaviour.
- Follow through on warnings immediately.
- Punish immediately after the misbehaviour. Don't say: "Just wait until your father hears about this!" or "Your mother will be furious when she gets home!"
- Speak sternly but calmly and as little as possible.
- Punish behaviour: "I know you're angry, but hitting is bad. I won't let you hit your friend." The behaviour, not your child, is bad.
- After punishing, forgive and forget.

Children may seek punishment if this is the only way they are noticed. This could lead to serious problems, lack of self-confidence, poor self-image and destructive behaviour.

Spanking

Many parents spank their children when other forms of punishment fail. However, spanking is generally not effective in the long term. Here's what is known about spanking.

- Spanking is bad modeling. It teaches a child to hit others.
- It can lead to poor self-image. A child may develop a negative opinion of himself or herself, the idea that he or she is bad.
- Frequent spankings may teach your child to learn ways to avoid getting caught.
- It tends to lose its effectiveness when used too often, and may make your child feel bad and angry toward you.
- If a parent uses spanking often it indicates that he or she lost control of the situation. This may show the child that the parent cannot cope with the problem and this in turn can make the child frightened and insecure.

Self-discipline

Children naturally strive to become independent. Helping children on the road to independence and self-discipline requires that parents become aware of their children as individuals with distinctive personalities and needs. Parents need lots of patience and love to teach their children how to assert and express needs and feelings in acceptable ways. Remember, a pre-schooler has boundless energy and a relatively short memory. Show your love. Be generous with praise. Love is the key to helping your child learn to express emotions appropriately.

8

Some parting thoughts for mom and dad



It's important to keep in mind how much children learn by example. They learn about relationships by watching mom and dad handle their emotions, their problems and contacts with others. They learn about men and women as individuals, about what a man is and what a woman is. They are much more impressed by what parents do than by what they say.

Infants pass through stages of preference for one parent, but these stages soon pass. Often the first preference is for mom, especially if she's available all day. Dad may feel a little jealous when the baby first arrives because the baby is receiving some of the attention he used to get. Mom is obviously enjoying the mother-child relation. This is the time for dad to get involved in the baby's daily routine including night time wakings. Feelings of resentment will soon pass.

Children aged three through four are often possessive of one or other parent. Boys may identify strongly with dad. A girl may be very affectionate with mom or may wish mom would go away so she can be with dad. These are natural tendencies and

will pass. Parents should be careful not to compete with one another and damage their team approach.

Some fathers feel they shouldn't show their children too much physical attention because of worries about homosexuality or incest. They wonder if its right to hug and cuddle a son or kiss their daughter on the lips.

It should be stressed that fatherly affection for a son is *not* a factor in homosexuality. In fact, some researchers think lack of such affection may well be a more likely contributing factor. And fathers shouldn't be afraid of showing their daughters that they love them. A father who doesn't seem to care about his daughter, who doesn't seem to find her an attractive human being, may be unintentionally teaching her that no man will ever care for her.

The best guide to follow is to be natural. Parents who are disturbed or worried about their feelings should talk to someone they trust, a qualified person. Remember, children are rarely ruined by too much love and affection.

You can show your love by:

- Saying "I love you."
- Kissing, hugging and touching.
- Talking and playing together.
- Going places, doing things together.
- Showing an interest in your child's activities.
- Listening carefully.
- Doing something special.
- Giving each child some individual time.

Young children need to be constantly reassured that their parents love them. When children know they are loved, they will develop good feelings and self-confidence. With a good self-image, they'll be willing to try new things and learn to think for themselves.

Love is the greatest gift you can give your child.

The milestones



This section outlines some of the milestones in a child's development. The examples are listed in the sequence in which they generally occur. It must be remembered that children may accomplish an activity earlier or later than listed.

Physical development

Birth to ten weeks

- Raises head when lying on tummy.
- Lifts head when held on a shoulder.
- Brings hand to mouth. Bodily functions become more regular. Thrusts legs and arms at play.
- Eyes follow moving objects.
- Briefly holds toy placed in hand.

Three months to four months

- Rolls from tummy or back to side.
- Head self-supported. Reaches for objects. Rolls from side to back or tummy.

Four months to six months

- Lifts head and pulls to sitting position when hand held. Retains two blocks (one placed in each hand).
- Sits with slight support. Takes toy placed in hand to mouth. Holds toy placed between both hands. Bangs spoon placed in hand.
- Actively places hands on table (when seated on lap at table). Sits alone momentarily when placed in sitting position.

Six months to seven months

- Transfers toy from one hand to another.
- Pushes from lying to sitting position with one hand when other hand is held.
- Throws toys purposefully. Shows early stepping movements when held in standing position.
- Releases toy by dropping it. Takes weight on feet when held in standing position.

Eight to 12 months

- Crawls or “scoots” on bottom. Sits unsupported with hands free for activity.
- Places toy on table purposefully.
- Claps hands, pulls self to standing position at furniture. Grasps items with thumb and forefinger.
- Cruises around furniture.
- Walks with two-hand support.

Thirteen months to two years

- Sits down from standing without holding on.
- Stands unsupported. Walks with one hand held.
- Walks alone. May try to climb stairs.
- Runs and climbs. Falls less often. More adept with hands.

Three years

- Rides tricycle. May be fully toilet trained. Can jump and skip.

Four years

- Dresses and undresses self. Sleeps through night. Drawing more controlled. Tries to reproduce the real world in drawings, rather than giving a name to a random effort.

Five years

- Balance improves. Draws recognizable person.

Eating and drinking—the steps to independence



Drinking

Birth to four weeks

- Sucks and swallows but requires frequent breathing rests with nipple removed from mouth. Feeding is slow.
- Suck and swallow coordinated with breathing. Nipple remains in mouth while resting. Feeding is rapid.

Six to seven months

- Sucks from regular cup into mouth as if bottle. Liquid is lost. Lips not closed.
- Drinks neatly from cup held by adult. Tilts head back to drain it. No liquid lost when cup removed.

Ten to 15 months

- Drinks from cup when placed in hands. Supervision needed.
- Picks cup up from table. Spills it when putting it down.
- Picks up cup and places it down without spilling when supervised. May drink the filled cup without supervision.

Eating

Four to six months

- Swallows pureed food from spoon when placed on back of tongue. Otherwise, spits it out.
- Anticipates food by opening mouth.

Five to seven months

- Removes food from spoon with lips. Finger feeds chunks of food such as bread or biscuits.
- Munches soft lumpy food with gums.

Ten to 14 months

- Chews finely chopped table food with gums.
- Loads spoon and takes it to mouth. Process very messy.
- Chews small chunks of table food such as tender meat.

Intellectual development

Some examples of play and exploration

Two to 16 weeks

- Responds to bell or rattle. May respond to mobile hanging over crib or carriage.
- Observes surroundings.
- Watches and plays with hands.
- Stares intently at hands or objects.

Seven to 12 months

- Eyes and hands begin to work together. Inspects objects grasped. Explores with mouth. Shows purposeful cause and effect behaviour such as squeezing a toy to make it squeak.

- Looks for dropped toy. Moves to regain an object placed out of reach and resumes play using it.
- Realizes things exist even when they are not seen. (Example: uncovers a toy.)
- Beginning awareness of space and form. Tries to scribble. Looks at pictures in book. Places a small can into a larger can after trial and error.



Sixteen months to two years

- Obtains toy by pulling on string after demonstration.
- Points out body parts and pictures of familiar objects.
- Recalls past events. Looks for missing objects. Understands the idea of one, many, more. Uses objects as a means to an end. (Example: gets on chair to reach something.)

Three years

- Matches simple shapes. Understands in, on, under. Has sense of order, arrangement, comparison.

Four years

- Some understanding of past and future. Not always able to distinguish reality from fantasy. Interest in letters and numbers.

Five years

- Sense of time and number. Clearer memory of past events. Does not understand others' points of view.

Language development



Here are some examples:

Birth to four months

- Crying.
- Coos, chuckles, gurgles when given attention.

Seven to 10 months

- Listens to own babbling, crows and squeals. Some vowel and consonant sounds.
- Responds to gestures, facial expressions. Heeds "no-no" and name. Imitates two repeated syllables such as "ba-ba" and is very vocal.

Twelve to 15 months

- Responds to short commands. (Example: "Give it to me please.") Small vocabulary. (Example: "Bye-bye.")
- One word sentences and "jargon" (conversation-like nonsense sounds).

Eighteen months to two years

- Uses gestures and occasional two-word sentences. Vocabulary growing at an increased rate.
- Says three-word sentences. Makes wants known.

Three years

- Vocabulary increased tremendously. Speaks in short sentences. Asks many questions.

Four years

- Questioning at a peak. Enjoys humour, fantasy. Tells stories and discusses experiences.

Five years

- Asks fewer questions. Is more articulate. Language use improves.

Social and emotional development



Some examples:

Four to 10 weeks

- Quiets when picked up.
- Looks at parent's face briefly.
- Recognizes parent.
- Socially smiles at adult who directly smiles and talks to baby.
- Eyes follow moving persons. Looks at own mirror image.
- Knows when surroundings change.

Five to seven months

- Imitates two or three familiar gestures such as pat-a-cake.
- Extends toys to others but won't release them.

Eight to nine months

- May withdraw or cry at sight of strangers.

- Attempts to continue a familiar “game” during pauses in the play by performing part of the activity.
- Will hit a block on the floor or on another block in adult’s hand when shown how to hit blocks together.

Ten to 12 months

- Responds to “bye-bye”. Imitates at least one facial gesture.
- Repeats performances that are laughed at.
- Recognizes when others approve of behaviour.
- Enjoys social activities such as peek-a-boo and pat-a-cake.

Thirteen to 18 months

- Starts play with an adult.
- Approaches and watches other children.
- Imitates others. May play in presence of other children, but generally plays alone.
- No concept of sharing. May resist change.

Two years

- Likes to please. Becoming aware of difference between “yours” and “mine”.
- Resists changes in routine. Rigid and inflexible.

Three years

- Co-operative. Shares with and enjoys friends. More aware of self.

Four years

- Plays with two or three children. Games may have changing “rules”. May be afraid of things or situations.

Five years

- Plays games with rules. Elementary sense of shame, disgrace and status. Nightmares common. May have imaginary friends. More self-sufficient.

Twenty-one years

- Takes mom and dad to restaurant. Picks up tab.

Some additional reading:

There are many interesting books aimed at helping parents. Check your local library. Here are some suggestions.

Children: The Challenge, Rudolf Dreikurs and Vicki Soltz.

Living with Children, G.R. Patterson.

Loving and Learning, N. McDiarmid, M. Peterson and J. Sutherland.

Parent Effectiveness Training (P.E.T.), Thomas Gordon.

The First Three Years of Life, Burton White.

Infants and Mothers, Dr. B. Brazelton

Toddlers and Parents, Dr. B. Brazelton



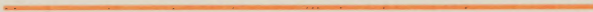
1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document concludes the study. It summarizes the main findings and provides a final statement on the importance of the research.





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